

3

SCHOOL

'In examinations, those who do not wish to know the answers ask questions of those who cannot tell.'

SIR WALTER ALEXANDER RALEIGH (BRITISH LITERARY CRITIC, 1861–1922)



a



b



c



d



e



f

TYPES OF SCHOOL

1 Match pictures a–f to sentences 1–6.

- 1 The first year of primary school was fun. I was proud to be a schoolgirl.
- 2 I had to pass an entrance test to get into this secondary school.
- 3 I went to kindergarten when I was three. I hated it.
- 4 And then, if everything goes according to plan, I'll graduate from university in five years' time.
- 5 I'm taking the school-leaving exams this year. The stress is dreadful!
- 6 I hope to get a place at university to study literature.

LANGUAGE & CULTURE

Educational systems in Britain and the USA are not the same. In Britain currently there is only primary school (ages 5–11) and **secondary school** (12 to 16 or 18). The last two years are sometimes called **sixth form**, or **sixth-form college**. At the age of 18, students who want to go to university take **A-levels**, which are a type of national **school-leaving exam**. In the USA, primary school is followed by **middle school** or **junior high school** (ages differ, usually being 11–14 or 12–15). After that students can go on to **high school** or, more precisely, **senior high school**.

2 Read the Language & Culture box about education in Britain and in the USA. What are the following called in your country?

- 1 primary school - _____
- 2 junior high-school - _____
- 3 high school - _____
- 4 A-levels - _____

3 Now use the vocabulary from Exercises 1 and 2 to tell the story of your own education to another student.

PLACES IN A SCHOOL

4 Match sentences 1–8 to a–h, then tick (✓) the facilities your school has got.

- 1 Do you know what time the **library** opens?
- 2 Can you tell me where the **canteen** is?
- 3 Can you tell me where the **office** is?
- 4 Our school's got several **sports fields**.
- 5 I'm looking for the **computer room**.
- 6 Our school has a very well-equipped **science lab**.
- 7 Tommy's in the **gym**.
- 8 I'm looking for the **staffroom**.

- a I need to see the secretary about some papers.
- b We do all kinds of experiments there.
- c Where else can a sports maniac be at break?
- d I need to talk to the art teacher.
- e I'm hungry!
- f I need some books.
- g We can play all kinds of team games.
- h Has it got really fast Internet access?

PEOPLE IN A SCHOOL

5 Complete the sentences with the words from the box.

classmate deputy head examiner head teacher
lecturer students staff

- There are twenty-eight _____ in my class.
- Miss Hutchinson is a(n) _____ as well as a teacher. She knows all about the final exams.
- My father's a _____ at university.
- The _____ is away at a conference this week. In her absence, the _____ is in charge of the school.
- Uncle Gerald is not really my uncle. He's my dad's old _____. They went to school together thirty years ago.
- Our school is big. There is a teaching _____ of more than 100.

SCHOOL SUBJECTS

6 Match the subjects to the activities. Tick (✓) the activities you enjoy and put a cross (X) next to the ones you dislike. Tell another student about your choices.

SUBJECT

- Maths
- Science (Physics, Chemistry, Biology)
- Geography
- History
- Language and literature
- Foreign languages
- PE (Physical Education)
- IT (Information Technology)
- Art

WHAT DO WE DO DURING LESSONS?

- play team sports
- learn to use software
- solve problems
- do vocabulary exercises like this one
- draw or paint
- study maps
- read and discuss set books
- learn about the past
- do experiments

SCHOOL OBJECTS

7 Complete the sentences with names of school objects.

- Adam, can you please wipe the **b** _____ for me? And could you also go and fetch some **ch** _____?
- Would everybody please put their **n** _____ on their desks so that I can collect them?
- Don't lose this material. Put it in your **f** _____ now.
- This year, we're going to use a new English **t** _____. There are tons of vocabulary exercises in it!
- 'Has anyone got a **r** _____? I need to correct something.' 'There is one in my **p** _____ **c** _____. Help yourself.'
- I need to go to my **l** _____. I've left my Maths book in it.

EXAMS

8 Arrange the verbs from the box to tell the story of someone who took an exam, but didn't succeed the first time.

failed passed retook prepared for took

He _____
_____ the exam.

9 Use the verbs from Exercise 8 to tell a real story of how you or someone you know had difficulty passing an exam (for example, the driving test!)

10 Circle the correct answer.

- The teacher who is responsible for a whole class of students is called a **form/head** teacher.
- If a child goes to an independent school, the parents must pay school **fares/fees**.
- If you are good at adding, deducting and multiplying, you should take part in a Maths **competition/course**.
- If you study hard every day and get good grades, you will get an impressive school **certificate/graduate** at the end of the school year.
- Teachers have many responsibilities: for instance, they must prepare lessons and **examine/mark** tests and essays.
- At the end of each term all the teachers at school gather together at a **staff/school** meeting and discuss important school issues.
- After taking the school-leaving exam, the students have to wait for the exam **papers/results** to be announced before they can apply to a university.

USEFUL PHRASES

11 Zoe's in a new boarding school. Read her letter to her parents and complete the sentences with **make** or **do** in the correct form.

Hi Mum and Dad,
They're making us work really hard in this school. If you don't pay attention in class and ¹ _____ notes, you're soon lost. Last week I didn't ² _____ my Latin homework and Miss Scott told me to ³ _____ fifteen exercises! But then when we had a test, I ⁴ _____ only two mistakes. On the whole, language lessons are fun. Most of the time we ⁵ _____ fun activities. And I think I'm really ⁶ _____ progress in Spanish. I understand much more now than a year ago. We're ⁷ _____ an interesting project on local history now. When we finish, we'll have to ⁸ _____ presentations about what we've found out. Some days I just want to scream: 'I can't work any harder! I'm already ⁹ _____ my best!' But then I think that at the end of it all I'll ¹⁰ _____ really well in the final exams and go to a good university. Give my love to Granny. I miss you all. See you at Christmas.
Love,
Zoe

- 1 If you could suggest some changes in your school, what would they be? List three ideas. You can use the topics in the box. Then ask other students in your class about their ideas.

.....
subjects lessons homework trips tests and exams
equipment uniforms
.....

examtask

- 2 Read the students' suggestions concerning changes at their school. Answer the questions 1–5 by matching each question to an appropriate suggestions form A–F. There is one extra suggestions form that you do not need to use.

Who...

- ☐ 1 doesn't think learning foreign languages is useful?
- ☐ 2 would like to see more high-tech equipment at school?
- ☐ 3 suggests a different way of assessing students' progress?
- ☐ 4 would like school work to be easier and more fun?
- ☐ 5 dislikes being in the same class with people who don't study hard?

- 3 Which of the suggestions do you like? Which ones do you disagree with? Compare your choices in small groups. Give reasons.

- 4 Complete the **highlighted** expressions from the text which refer to things you can do to get good results at school. Tick (✓) how often you do these things. Compare your answers in small groups.

HOW OFTEN DO YOU...	REGULARLY	OFTEN	SOMETIMES	HARDLY EVER	NEVER
study _____?					
revise for _____?					
learn things by _____?					
do your _____?					
take _____ in class?					
hand in _____?					

B SUGGESTIONS FORM

We shouldn't have examinations every term, and the teachers shouldn't give us so much homework. I spend all my time writing essays and **learning things by heart** for all the tests and exams. It's no fun.

All my classmates agree that we learn better when we're doing things so there should be more school trips. It's boring staying in the classroom all the time.

Name: Bart Simpson

C SUGGESTIONS FORM

Let's spend more time on useful subjects like Maths, Computer Studies and Science, especially Physics and Chemistry, and less time on boring rubbish like English literature, Art, Music and foreign languages. What's the point of learning French or German when everyone in the world speaks English? And the Science lab is a disgrace.

Name: Stephen Bauking (2A)

E SUGGESTIONS FORM

Could you change the system of assessment, please? It's not fair. Some students just don't do well in exams. I always **do my homework**, my class work is usually good, I **take notes** in class, and I revise really hard. But I fail my exams because I get nervous. Why don't we do more project work as part of our assessment?

Name: Gordon Black (1E)

A SUGGESTIONS FORM

Please make this a single-sex school! Mixed schools don't work because schoolboys don't learn like schoolgirls. They don't **study as hard or revise for** their **exams** as well as we do.

We also need smaller class sizes (especially for students with learning difficulties). It's unfair to put hard-working, motivated co-operative pupils with lazy, uncooperative kids.

Name: Jenny Dawson (3C)

D SUGGESTIONS FORM

- Serve better food in the school canteen and lower the prices.
- PE should be optional, not compulsory. I hate it.
- There aren't enough copies of the set books in the library.
- Get bigger lockers. There's no room for all my stuff.
- Paint the classrooms and get bigger desks. They're too small.
- Let us leave the school grounds when we have a free period or during the lunch break. We're big kids now.

Name: Emily Anderson (4B)

F SUGGESTIONS FORM

Get rid of blackboards and chalk and replace them with interactive whiteboards and a laptop computer for each student. It's the 21st century, you know! And what about a school webpage that really works? We could do lots of things online: **hand in homework**, consult our exam results, download past exam papers, send suggestions to the head teacher and communicate with the teaching staff.

Name: Gill Bates (5A)

TRUE/FALSE/NO INFORMATION <<17

- 1 Think of three to five school problems you've had recently. Tell another student about them.

examtask

- 2 CD 1-31 You are going to hear a conversation between two pupils in a school canteen. Decide if the statements 1-6 are true (T), false (F) or there is no information (N).

- 1 Tommy is not with them because he's got a PE lesson now.
- 2 David thinks that Geography is a useless subject.
- 3 The next lesson is History.
- 4 David hasn't done his History homework because his computer crashed.
- 5 David and Jenny have got exams in three months' time.
- 6 David thinks Ms. Fitzwilliam sets too much homework.

- 3 CD 1-32 Listen again to the following extract. Then write your own short dialogue using the highlighted phrases and adding your own ideas.

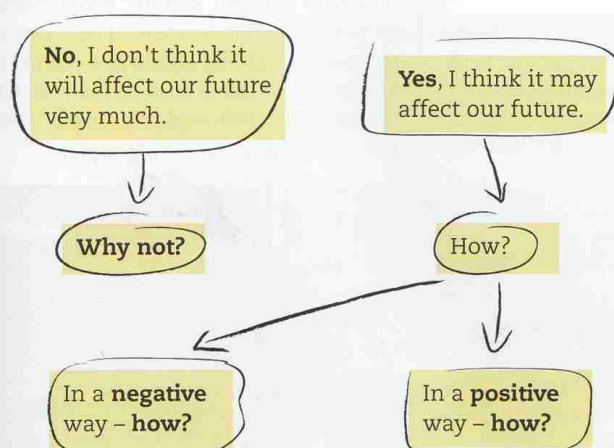
A: Anyway, **how're you doing?**

B: **Not bad, considering** I had to survive double Geography first thing this morning.

A: **What's wrong with** Geography? **I like it.** It's almost like travelling, you know, like, in your imagination.

B: It's boring, **that's what's wrong with it.** And it's certainly nothing like travelling...

- 4 Miss Fitzwilliam thinks that 'if you don't study now, it may affect your whole future.' What's your opinion? You can use the chart to help you.



WORD BUILDING <<38

examworkout

- 1 Read the exam task and do preparation exercises a-b.

- a Look at the words in brackets and the table below. How many different words can you form from them?

adjective	adverb	verb	noun
<i>different</i>	<i>differently</i>	<i>differ</i>	<i>difference</i>
happy			
able			
low			
fair			
		educate	
easy			
			power

- b Look at the adjectives in the table above. Which of them can form antonyms by adding a prefix or a suffix? Add the antonyms to the table.

examtask

- 2 Read the following article about the school lottery. Use the words in brackets to form one word for each gap 1-8.

THE SCHOOL LOTTERY

In some big cities in Britain, identical houses in similar areas are sold for very ¹ _____ (**difference**) prices. Why is this? Each school in Britain has a list of streets it takes its students from. It can only take students from another area if there are not enough local students to take up all the places. Understandably, parents will ² _____ (**happy**) pay more for a house in a street where their children could attend a better school.

What about those who can't afford to pay more for their house? At the moment, if they don't have the ³ _____ (**able**) to pay, their children will have to go to a worse school which probably has more problem students and ⁴ _____ (**low**) exam results.

Some people believe that this is ⁵ _____ (**fair**). They say that the children of poor parents who want a good ⁶ _____ (**educate**) should have the same chance as the children of richer parents. They suggest introducing 'lottery' schemes to decide which school a child will attend. The idea is that the better students will help the others and the teachers will be able to control them more ⁷ _____ (**easy**).

Obviously not everyone likes the idea. The parents who are upset are generally richer and more ⁸ _____ (**power**) than others, and they have a good chance of keeping things as they are. The ideal solution, of course, would be to make *all* schools better.

1 Check the words in bold in a dictionary. Underline the statements which are likely to be true about a school in an area with a lot of social problems.

- 1 There is a lot of / no **illiteracy** in the district.
- 2 The children's test **scores** are very high / low.
- 3 **Attendance** at the school is poor / good.
- 4 Most of the children in the school come from a rich / poor **background**.
- 5 The school accepts children *depending on* / **regardless of** their results in a previous school.
- 6 The children have *more* / *fewer* lessons than the national **average**.
- 7 There is quite a lot of / not much **joy** in the children's lives.

examtask

2 Read the following text about a special school in New York. Decide if the statements 1–6 are true (T) or false (F).

- 1 The KIPP Academy is the best public school in New York.
- 2 Most students at the KIPP Academy come from poor families.
- 3 Most students continue their education after finishing the KIPP Academy.
- 4 One reason why students are successful is that they have more lessons than in other schools.
- 5 All students at the KIPP Academy have to study Art.
- 6 There are no discipline problems at the KIPP Academy.

4 (2008) **Leeds Herald** Monday, January 7, 2008

The KIPP Academy

Donna Smith takes a look at an educational revolution

New York's South Bronx district suffers terrible social problems, such as widespread illiteracy, drug abuse and youth crime. But in the midst of this, there is a school which has produced surprising academic results by combining lessons in hip-hop with the long hours and work ethic of the Victorians.

The KIPP Academy has been the best public middle school in the South Bronx in reading, math and attendance for nine consecutive years, and ranks in the top ten per cent of all New York City public schools.

KIPP stands for the *Knowledge is Power Programme*, a national network of free co-educational public schools in poor communities throughout the USA. There are over fifty KIPP schools serving 14,000 students in seventeen states. More than eighty per cent of them are low-income, and more than ninety-five per cent are African American or Hispanic/Latino. 'KIPP aims to provide underserved students the same quality of instruction found in a top state-run Academy in Europe,' explains KIPP spokesperson Steve Mancini, who taught English at the Second Liceum in Gliwice, Poland in 1990-91 through the World Teach Program. The idea is that everyone should have the opportunity to obtain the academic and character skills necessary to achieve success, so students are accepted regardless of background or academic record. Amazingly, nearly eighty per cent of them end up graduating from high school and going on to college!

The secret to KIPP's academic success is hard work. The school day lasts from

7:25 a.m. to 5:00 p.m. every weekday, plus four hours on Saturday and three weeks during the summer holidays. That amounts to fifty per cent more classroom time than in traditional public schools.

The students' progress is closely monitored and they get a lot of support. They can phone their teachers if they have problems with their homework, and the school constantly communicates with parents about how they can help their children at home.

Another reason why KIPP is successful is the 'joy factor'. The teachers are hard-working, creative and motivating, and they use techniques such as singing, chanting, and movement to make lessons fun and

engaging. A unique feature at the South Bronx KIPP school is the 180-piece orchestra, whose purpose is not to train professional musicians, but to show what can be achieved through enthusiasm and hard work. Students can take part in extra-curricular activities such as Art, Physical Education and Business Studies, and there are also regular field trips all around the country.

The result is that very few students skip classes, cheat in exams or drop out. At KIPP, they help children become better citizens as well as better learners. They measure success not only by higher test scores, but also by what kind of citizens their students become. The philosophy is simple: 'Work Hard, Be Nice'.



Phot.

MATCHING ◀ 18

examworkout

1 You will hear three people talking about their primary school teachers. Read sentences A–D, which summarise what they say, and answer the questions to predict what they might say.

- A I had a teacher who was too strict.
• What do **strict** teachers do?
- B I had a teacher who was inspiring despite some faults.
• In what way can a teacher be **inspiring**?
• What **faults** can a teacher have?
- C I had a teacher who was never punctual.
• If someone is **never punctual**, what does (s)he do?
- D I had a teacher who was demanding but fair.
• What does a **demanding** teacher do?
• What makes a teacher **fair**?

2 **CD 1-33** Now listen to the three people and match what they say A–D to the numbers 1–3. One option does not match any of the speakers.

1 2 3

3 One of the recordings contains the same word as one of the options, yet that option is not the right answer! Which one?

examtask

4 **CD 1-34** You are going to hear six teachers talking about what annoys them at school. Match the speakers 1–6 to the statements A–H. There are two extra statements that you do not need to use.

- A This teacher has got a lot of problems with students.
B This teacher likes everything about his/her job except the part that is not related to teaching.
C This teacher dislikes his/her head teacher.
D This teacher says only good things about his/her students.
E This teacher has more problems with some adults than with students.
F This teacher says parents are always difficult.
G This teacher would like students to show more interest and enthusiasm.
H This teacher is upset by some students' lack of academic honesty.

1 2 3 4 5 6

5 **CD 1-35** Here are some of the expressions the teachers used when talking about what students do. Match the collocating words. Then listen and check.

- 1 cheat a lessons
2 steal b late
3 miss c truant
4 turn up d in exams/homework
5 play e library books

3 Look through the text again. Find at least ten things that make the KIPP Academy a success. Tick (✓) those that your school has got and cross (X) those that your school has not got.

The KIPP Academy

– school day from 7.25 a.m. to 5.00 p.m.
– every weekday plus four hours on Saturday

My school

X

4 Which of the things you listed in Exercise 3 would you like your school to have? Discuss in small groups.

5 Read the Language and Culture note. Find three more collocations with the word *academic* in the text.

LANGUAGE & CULTURE

The word *academic* in English can mean 'related to education and studying'. If a school is good, we can say it offers *high academic standards*. *Academic honesty* means not cheating in exams or copying other people's work.

academic → the grades you get
academic → the skills you need to study effectively, like taking notes
academic → grades from previous years

6 Ask and answer in pairs:

- Which school in your town or city has a reputation for *high academic standards*?
- Are you satisfied with your *academic results*?
- When you applied to this school, did you have to give your *academic record* from the previous one?
- How good are your *academic skills*?

examworkout

1 Read the exam task in Exercise 2. Then do preparation exercises a–b.

a Use the correct verb forms in these sentences.

- 1 I'd like to suggest (organise) _____ a class trip.
- 2 Why don't we (go) _____ to Stonehenge?
- 3 How about (go) _____ to Oxford?
- 4 We could (do) _____ a project on it.
- 5 We promise (behave) _____ very well.

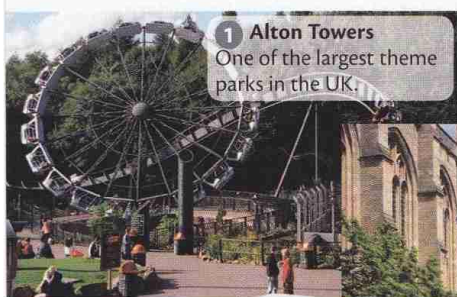
b Tick (✓) polite ways of disagreeing.

- ☐ 1 I see your point, but...
- ☐ 2 You must be joking!/No way!
- ☐ 3 I see what you mean, but...
- ☐ 4 I'm afraid I can't quite agree with you about that.
- ☐ 5 What a stupid idea!
- ☐ 6 I'm not sure that's very educational.

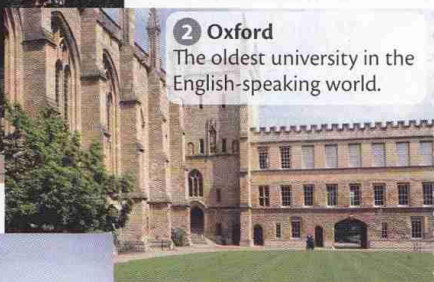
examtask

2 In pairs, roleplay the situation below. One of you is the candidate, the other plays the role of the examiner.

You are attending a language school in England and you are planning a class trip. Below you will find some pictures of places where you could go. Your teacher wants to go to the National Gallery in London, but you think it is boring. Persuade your teacher to go to one of the other places.



1 Alton Towers
One of the largest theme parks in the UK.



2 Oxford
The oldest university in the English-speaking world.



3 Stonehenge
The mysterious stone circle built over 4000 years ago.



4 The National Gallery, London
Masterpieces by famous painters.

3 Look at page 167 and do exercises 1–4.

examworkout

1 Read the exam task below and do exercises a–b.

You would like to go on a summer English course in Cambridge. You have found an advertisement for a language school that looks interesting. Write an email to the manager of the school in which you will ask about:

- the price of a one-month General English course
- the facilities at the school
- afternoon activities

a Read a student's response to the exam task and answer these questions:

- Has she included all the questions required by the rubric?
- Is there anything wrong with the email?

Dear Sir or Madam,

Could you please tell me something about the school's facilities?

I also wonder about the social activities.

May I ask you to let me know the price of a course?

b Develop the candidate's email by adding the following lines in appropriate places:

- 1 Yours sincerely,
- 2 that you mentioned in the advertisement. What are they exactly?
- 3 one-month General English
- 4 I have read your advertisement and I am interested in taking a course. However, I would like to know some more details.
- 5 Finally,
- 6 For example, is there a computer room and a library?

examtask

2 Read the exam task below and write a letter of enquiry.

You would like to take part in a windsurfing course in Australia. You have found the website of a company that organises such courses. Write an email to the manager of the company in which you will ask about:

- enrollment requirements
- the price of a two-week course
- accommodation



TYPES OF SCHOOL

academy /ə'kædəmi/
elementary school (AmE)
 /elə'mentəri sku:l/
high school (AmE) /haɪ sku:l/
independent school
 /ˌɪndə'pendənt sku:l/
junior high school /'dʒuːniə
 haɪ sku:l/
kindergarten /'kɪndəgɑːtn/
middle school /'mɪdl sku:l/
nursery school /'nɜːsəri sku:l/
primary school /'praɪməri
 sku:l/
private school /'praɪvət sku:l/
public school /'pʌblɪk sku:l/
secondary school /'sekəndəri
 sku:l/
single-sex school /ˌsɪŋɡəl 'seks
 sku:l/
state school /stert sku:l/
university /ˌjuːnə'vɜːsəti/

PLACES IN A SCHOOL

canteen /kæn'tiːn/
classroom /'klaːsrʊm/
common room /'kɒmən ruːm/
computer room /kəm'pjʊːtə
 ruːm/
corridor /'kɒrədɔː/
dining room /'daɪnɪŋ ruːm/
gym /dʒɪm/
gymnasium /dʒɪm'neɪziəm/
headmaster's office
 /ˌhed'mɑːstəs 'ɒfɪs/
lab /læb/
laboratory /lə'bɒrətəri/
library /'laɪbrəri/
office /'ɒfɪs/
playground /'pleɪgraʊnd/
science lab /'saɪəns læb/
sports field /spɔːtsfiːld/
staffroom /stɑːfruːm/

PEOPLE IN A SCHOOL

assistant principal (AmE)
 /ə'sɪstənt 'prɪnsəpəl/
classmate /'klaːsmet/
college student /'kɒlɪdʒ
 'stjuːdənt/
deputy head (BrE) /'depjəti
 hed/
examiner /ɪg'zæmɪnə/
form teacher /fɔːm 'tiːtʃə/
head teacher /hed 'tiːtʃə/
headmaster /ˌhed'mɑːstə/
headmistress /ˌhed'mɪstrɪs/
lecturer /'lektʃərə/
principal (AmE) /'prɪnsəpəl/
professor /prə'fesə/
pupil /'piːpəl/
schoolboy /'skuːlbɔɪ/
schoolgirl /'skuːlgɜːl/
schoolmate /'skuːlmet/
teacher /'tiːtʃə/
teaching staff /'tiːtʃɪŋ stɑːf/
university student
 /ˌjuːnə'vɜːsəti 'stjuːdənt/

SUBJECTS

Art (and Design) /ɑːt ən
 dɪ'zain/
Biology /baɪ'ɒlədʒi/
Chemistry /'keməstri/
club /klʌb/
**English language and
 literature** /'ɪŋɡlɪʃ 'læŋɡwɪdʒ
 ən 'lɪtərəʃə/
foreign language /'fɔːrɪn
 'læŋɡwɪdʒ/
Geography /dʒɪ'ɒɡrəfi/
History /'hɪstəri/
ICT /aɪ siː tiː/
**Information and
 Communication
 Technology** /ˌɪnfə'meɪʃən ən
 kə'mjuːnɪ'keɪʃən tek'nɒlədʒi/
Information Technology
 /ˌɪnfə'meɪʃən tek'nɒlədʒi/
IT /aɪ tiː/
Mathematics /ˌmæθə'mætɪks/
Maths /mæθs/
Music /'mjuːzɪk/
PE /piː iː/
Physical Education /'fɪzɪkəl
 ˌedʒu'keɪʃən/
Physics /'fɪzɪks/
Religious Education /rɪ'lɪdʒəs
 ˌedʒu'keɪʃən/
Science /'saɪəns/

SCHOOL OBJECTS

blackboard /'blækboːd/
board /boːd/
chalk /tʃɔːk/
copybook /'kɒpɪbʊk/
coursebook /'kɔːsbʊk/
exercise book /'eksəsaɪz bʊk/
file /faɪl/
folder /'fəʊldə/
interactive whiteboard
 /ˌɪntər'æktɪv 'waɪtbɔːd/
locker /'lɒkə/
notebook /'nəʊtbʊk/
PE kit /piː iː kɪt/
pencil case /'pensəlkeɪs/
rubber /'rʌbə/
ruler /'ruːlə/
textbook /'tekstbʊk/
whiteboard /'waɪtbɔːd/
workbook /'wɜːkbʊk/

GOING TO/LEAVING SCHOOL

absence /'æbsəns/
attend a course /ə'tend ə
 kɔːs/
attend classes /ə'tend 'klaːsəs/
attend school /ə'tend skuːl/
attendance /ə'tendəns/
be absent /bi 'æbsənt/
be present /bi 'prezənt/
get a degree /get ə dɪ'ɡriː/
get a diploma /get
 ə dɪ'pləʊmə/
get into university /get 'ɪntə
 juːnə'vɜːsəti/
graduate (noun) /grædʒuət/

graduate from a university

/grædʒuət frəm ə
 juːnə'vɜːsəti/
leave school /liːv skuːl/
MA /em eɪ/
obtain a certificate /əb'teɪn ə
 sə'tɪfɪkət/

BEING AT SCHOOL/STUDYING

class /klaːs/
deadline /'dedlaɪn/
do a course /duː ə kɔːs/
grade /ɡreɪd/
holidays /'hɒlədeɪz/
learn (about) sth /lɜːn ə'baʊt
 'sʌmθɪŋ/
lesson /'lesən/
lunch break /lʌntʃbreɪk/
mark /mɑːk/
memorise /'meməraɪz/
miss lessons /mɪs 'lesəns/
scholarship /'skɒləʃɪp/
school trip /skuːl trɪp/
set books /set bʊks/
term /tɜːm/
timetable /'taɪmteɪbəl/
write an essay /raɪt ən 'eseɪ/
written work /'rɪtɪn wɜːk/

EXAMS

academic results /ˌækə'demɪk
 rɪ'zʌltz/
academic standards
 /ˌækə'demɪk stændəds/
cheat in an exam /tʃiːt ɪn ən
 ɪg'zæm/
correct exam papers /kə'rekt
 ɪg'zæm peɪpəz/
do an exam /duː ən ɪg'zæm/
do badly in an exam /duː
 'bædli ɪn ən ɪg'zæm/
do well in an exam /duː wel ɪn
 ən ɪg'zæm/
exam /ɪg'zæm/
exam paper /ɪg'zæm peɪpə/
examination /ɪg'zæmə'neɪʃən/
fail a test /feɪl ə test/
fail an exam /feɪl ən ɪg'zæm/
get 100 marks in an exam
 /get wʌn 'hʌndrɪd mɑːks ɪn
 ən ɪg'zæm/
get the results (of an exam)
 /get ðə rɪ'zʌltz əv ən ɪg'zæm/
grade exam papers (AmE)
 /ɡreɪd ɪg'zæm peɪpəz/
mark exam papers /mɑːk
 ɪg'zæm peɪpəz/
pass an exam /pɑːs ən
 ɪg'zæm/
prepare for exams /prɪ'peə fə
 ɪg'zæmz/
retake an exam /rɪ'teɪk ən
 ɪg'zæm/
revise for exams /rɪ'vaɪz fə
 ɪg'zæmz/
school-leaving exam
 /ˌskuːl 'liːvɪŋ ɪg'zæm/
score 100 marks in a test /skɔː
 wʌn 'hʌndrɪd mɑːks ɪn ə test/

sit an exam

/sɪt ən ɪg'zæm/
study for an exam /'stʌdi fə ən
 ɪg'zæm/
take an exam /teɪk ən ɪg'zæm/
university entrance exam
 /ˌjuːnə'vɜːsəti 'entrəns
 ɪg'zæm/

TEACHERS AND STUDENTS

active /'æktɪv/
ambitious /æm'bɪʃəs/
cooperative /kəʊ'ɒperətɪv/
demanding /dɪ'mɑːndɪŋ/
fair /feə/
gifted /'ɡɪftɪd/
hard-working /ˌhɑːd 'wɜːkɪŋ/
imaginative /ɪ'mædʒənətɪv/
lazy /'leɪzi/
motivated /'məʊtɪvɪtəd/
motivating /'məʊtɪvɪtɪŋ/
passive /'pæsɪv/
professional /prə'fesjənəl/
punctual /'pʌŋktʃuəl/
strict /strɪkt/
systematic /sɪstə'mætɪk/
talented /'tæləntɪd/
uncooperative
 /ˌʌnkəʊ'ɒperətɪv/
unfair /ˌʌn'feə/

USEFUL PHRASES

discuss set books /dɪ'skʌs set
 bʊks/
do a project /duː ə 'prɒdʒekt/
do a task /duː ə tɑːsk/
do an exercise /duː ən
 'eksəsaɪz/
do an experiment /duː ən
 ɪk'sperəmənt/
do homework /duː
 'həʊmwɜːk/
do your best /duː jə best/
hand in homework /hænd ɪn
 'həʊmwɜːk/
have a break /həv ə breɪk/
learn by heart /lɜːn baɪ hɑːt/
make a presentation /meɪk
 ə 'prezən'teɪʃən/
make mistakes /meɪk
 'mɪsteɪks/
make progress /meɪk
 'prəʊɡres/
mark homework /mɑːk
 'həʊmwɜːk/
participate in a lesson
 /pɑː'tɪsəpeɪt ɪn ə 'lesən/
read maps /riːd mæps/
set an essay /set ən 'eseɪ/
set homework /set
 'həʊmwɜːk/
solve a problem /sɒlv
 ə 'prɒbləm/
staff meeting /stɑːf 'miːtɪŋ/
study hard /'stʌdi hɑːd/
study sources /'stʌdi sɔːsəs/
take notes /teɪk 'nəʊts/
take part in a lesson /teɪk pɑːt
 ɪn ə 'lesən/